

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)
SABIS(UK/US)

ACCEPTABLE

THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)
SABIS(UK/US)

Inspection Dates
23 - 27 January 2023

Principal
Suhair Ghandour

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

3120
Students

21
Emirati Students

10
Students of
Determination

137
Teachers

20
Teaching
Assistants

9
Guidance
counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- Children progress in English and Mathematics in the Kindergarten (KG)
- The excellent learning skills of high school students and their external examination results
- Students understanding of Islamic values and awareness Emirati and world cultures
- Students personal development and generally very good behaviour
- The health and safety arrangements

POINTS TO IMPROVE

- Governors to take urgent to ensure the compliance with all the UAE national agenda priorities and notably the provision of inclusive education which is weak
- Ensure that students achieve well across all subjects and phases, and particularly in Arabic as additional language
- Ensure that all teachers give useful written feedback to students and use accurate assessment information to plan lessons that meet the needs of all groups of students
- Develop rigorous self-evaluation process and effective improvement planning that meet the identified development priorities
- Develop the quality of middle leaders, their capacity to innovate and improve, and empower them to initiate change

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL

The school has set wellbeing as one of their key actions for this academic year, it is also the overarching theme of the student leadership group SLO (Student Life Organisation). This has resulted in several new initiatives to drive forward the wellbeing vision for all stakeholders. Initiatives such as Wellness Wednesday and a mindfulness centre. The school should consider what skills or knowledge they wish students to leave with and work backwards to map out a formalised wellbeing curriculum, which is dynamic enough to respond to the immediate needs of a cohort.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

KG **GOOD**

Elementary **GOOD**

Middle **GOOD**

High **GOOD**

SUPPORT AND GUIDANCE

KG **ACCEPTABLE**

Elementary **ACCEPTABLE**

Middle **ACCEPTABLE**

High **ACCEPTABLE**

PROGRESS IN KEY SUBJECTS AND INCLUSION

In KG children make good progress in English and mathematics and acceptable progress in science. The progress of senior students is strong in English, mathematics and science but only acceptable in Islamic education and Arabic as a first language. The progress of the elementary and middle school students is good in English and science but acceptable in mathematics. Students progress in Islamic education and Arabic is acceptable across the school. In Arabic as additional language students progress in weak across the phases. Students of determination generally do not make even acceptable progress.

ENGLISH		MATHS		SCIENCE	
KG	GOOD	KG	GOOD	KG	ACCEPTABLE
Elementary	GOOD	Elementary	ACCEPTABLE	Elementary	GOOD
Middle	GOOD	Middle	ACCEPTABLE	Middle	GOOD
High	GOOD	High	GOOD	High	GOOD
ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
KG	NOT APPLICABLE	KG	NOT APPLICABLE	KG	NOT APPLICABLE
Elementary	ACCEPTABLE	Elementary	WEAK	Elementary	ACCEPTABLE
Middle	ACCEPTABLE	Middle	WEAK	Middle	ACCEPTABLE
High	ACCEPTABLE	High	NOT APPLICABLE	High	ACCEPTABLE

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **WEAK**

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The principal and the senior leaders are committed to implement the SABIS values and vision, with increasing emphasis on wellbeing, and yet the school is yet to demonstrate that it can be inclusive. There is latent capacity within the middle leadership, but they need to be empowered to initiate change. There is a clear process for self-evaluation and improvement planning, but it lacks rigour and accuracy. The school board does not include stakeholders' representations including parents and students. The board provides adequate provision for accommodation, staffing, and resources.

Teaching is good in high school and acceptable in other phases. Subject knowledge is generally secure but the pedagogical understanding is not. This means that lessons are not always delivered in a way that enables the learning to progress quickly. Students' learning skills are developing well in the high school but remain acceptable in other phases. Many teachers do not plan systematically to develop students' skills in critical thinking and problem solving.

EFFECTIVENESS OF LEADERSHIP



ACCEPTABLE



TEACHING FOR EFFECTIVE LEARNING

KG **ACCEPTABLE**

Elementary **ACCEPTABLE**

Middle **ACCEPTABLE**

High **GOOD**

LEARNING SKILLS

KG **ACCEPTABLE**

Elementary **ACCEPTABLE**

Middle **ACCEPTABLE**

High **GOOD**

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